

Writing

At the end of this unit of work pupil will have written a letter to their family to describe a person in their class having gained information by forming and asking questions.

Pupils will be able to understand new vocabulary:

Disciplinary Knowledge: Children will be able to form a question using the correct punctuation. Children will use a range of vocabulary to ask their questions, including who, what, where, when, how. Punctuation. Features of a letter

Substantive Knowledge: Children will be able to use adjectives and nouns to describe their partner

Lesson:	Vocabulary	Key Questions and Focus Of The Lesson	Fundamental Principles And Teaching Techniques: to ensure that work is of a high standard from all pupils.
1	Question Who What Where When How Rhetorical Question mark Statement	<p>End piece of writing – a letter to a family member about someone in our new class. Explain features of letter and tell the chn that we will be writing a letter to inform our family about our friends</p> <p>Class discussion – how would we find out more information about something? We would ask them a question. How do we know something is a question? Has a question mark – model on board. Model asking a question, how voice changes at the end of the question. Model asking a question.</p> <p>Paired work – chn ask their partner questions about themselves eg what is your favourite colour? Where do you live? How do you travel to school? Why do you like school? Etc. chn discuss in pairs then after 2 min ask some chn for their questions and write these on the board. Underline the question words so that the children can see the question words.</p> <p>Explain that question is a type of sentence and the answer is a command. Command needs a full stop and questions?. Model this on the board with some chn Q and A.</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video’s where appropriate. • Behave from all pupils is exemplary and comments are made on sitting and listening. • Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. • Writing of date and modelling of key letters e.g. in January. • Demonstration and insistence on high standards of construction and presentation
2	Question	Recap features of questions and question starters.	

Year 2 English Medium Term Plan – Our New Class

	<p>Who What Where When How Rhetorical Question mark Statement</p>	<p>Chn verbally ask their partner quick question – response is a statement.</p> <p>Chn to write questions in their book to find out more information about their partner and write a statement as a response.</p> <p>Model writing date and title – handwriting, letter formation. Go around the classroom and praise/address misconceptions. Teacher voiceover.</p> <p>Children use the word mat to write a question and a statement as a response. Presentation and spelling reminders. Using a range of question words in their book.</p>	<ul style="list-style-type: none"> • Finger under words to copy words – insist accurate. • The vocabulary is broken down, it is revised and used in writing • End products – handwriting and colouring is beautifully presented
<p>3</p>	<p>Adjective Noun Synonym Thesaurus describe</p>	<p>Vocabulary</p> <p>Chn use thesaurus to gather synonyms for words to describe their classmate, long, kind, happy etc.</p> <p>Model use of the thesaurus and show how to find word in the thesaurus, finding the page using the words at the top and then looking at the next letter in the word etc. chn find synonyms for adjectives</p> <p>Chn then use the synonyms to create expanded noun phrases Model expended noun phrase – discuss the types of words noun/adjective explain what they mean Model expanded noun phrases – 2 adjectives to describe a noun. Teach chn how to use a comma in between to separate the two adjectives Chn record expended noun phrase using the synonyms in their book.</p>	
<p>4</p>		<p>Writing letter Intro – 2/3 sentences – in a new class and would like to tell their family about their new friend Para 1 - appearance</p>	

		<p>Para 2 - personality Conclusion – ½ sentences – hope you enjoyed reading my letter etc</p> <p>Using the thesaurus work and the questions previously. Chn to continuously re read and check their work in their books, re read from the beginning after each sentence, model using the work mat finger under word and re reading</p> <ul style="list-style-type: none"> - Following Beecroft writing policy Teacher voiceover throughout, modelled example on the board, children regularly reading out, give feedback on children’s work, extend and explain. - Genre displayed on board with features of genre detailed 1st person Paragraphs Informal 	
5		<p>Check and edit and write up proof read their own word and respond to marking independently for Y2, with some support for LA. T model to whole class how to respond to marking. Start at top, work along the line and look for marking. Check board to see what the marking symbols mean and how to respond to them. Use word mats for spellings. Have marking codes on whiteboard for children to refer to. Support LA/Y1 with checking their work. Have guess who word mats and common word mats on the tables to help the children self-correct. Remind children of the drafting process and encourage them to constantly re read their work. Teacher voice reminding children to work systematically through to work and not going from one spelling to another. Work written up beautifully in pen, no mistakes. Chn reminded of presentation. Handwriting practice if needed. Praise throughout. Finger under word to copy spellings from drafting book.</p>	